DOCUMENT RESUME

ED 108 780 95 RC 008 585

AUTHOR	Smith, Hannis
TITLE	Working with Library Agencies to Establish Indian Library Services. Guide 2: Establishing Indian Library Service--Part 2.
INSTITUTION	National Indian Education Association, Minneapolis, Minn.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Jun 75
NOTE	19p.; Not available in hard copy due to poor contrast between paper and ink color. For other guides in this series, see RC 008 584-594
AVAILABLE FROM	National Indian Education Association, 3036 University Avenue SE, Suite 3, Minneapolis, Minnesota 55414 ($0.75 each; $7.50 set; $6.50 groups of 20 sets; $5.00 groups of 100 or more sets)
EDRS PRICE	MF-$0.76 PLUS POSTAGE. HC Not Available from EDRS.
DESCRIPTORS	Agency Role; *American Indians; *Community Role; Definitions; *Guides; Information Services; Library Networks; *Library Role; *Library Services; Public Relations

ABSTRACT

Libraries and information centers are rapidly becoming an integral part of American Indian life. Individuals, organizations, and tribes have come to the decision that libraries and the information services which they offer are necessary to meet Indian goals. Eleven guides have been developed to provide initial direction and provide alternatives to those planning or developing Indian library and information systems. Each guide discusses basic policies, initial steps, or discreet activities which appear to be essential to successful Indian library service. Three basic types of information are presented in these guides: (1) societal coping skills, (2) basic considerations for implementation, and (3) descriptions of services unique or critical to Indian libraries. Guide 2 of the series briefly discusses planning for Indian library service. Emphasizing coping with societal differences in Indian and library communities, this guide discusses the: first contacts with the Indian community, development of a relationship with the community, and goals of Indian library service. Sources for additional advice and information are given. (NQ)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

rec'd 23-06-75

ED108780

Establishing Indian Library Service

Part I

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

by

Hennis Smith

R008585

415
E74

Guide Number 2

0002

June 1975

PREFACE

Libraries and information centers are rapidly becoming an integral part of Indian life. Individuals, organizations, and tribes have come to the decision that libraries and the information services that they offer are necessary to meet Indian goals. These goals may vary widely, from improved access to education, cultural information, information on available social services, to leisure reading. They are all based in a component or institution designed to process information - a library.

As yet, only limited resources are available to meet this fast growing demand. Funding must usually be garnered from other programs. Professionally qualified Indian librarians and trained Indian technicians are in critically short supply. Books and other informational resources still contain racist information. Experience in developing programs and services which meet the local community's needs is slight. Specific sensitivity to Indian ways and alternatives is just developing as library and information services develop in Indian communities.

The purpose of these guides is to provide initial direction and provide alternatives to those planning or engaged in developing Indian library and information systems. Each guide discusses basic policies, initial steps, or discreet activities that appear to be essential to successful Indian library service. Each guide gives the reader basic direction and alternatives for development in his locale.

The reader is strongly advised to recognize these guides for what they are - ideas and programs that have been successful in the communities where they are used. They will not solve all the problems of Indian library service. They will provide the reader with some ideas, programs, and concepts to be considered in light of informational needs in the specific Indian community to be served.

Three basic types of information are presented in the guides: societal coping skills, basic considerations for implementation; and descriptions of services unique or critical to Indian libraries. These guides are supplemented by the Appalachian Adult Education Center's, Library Service Guides. The excellent Appalachian guides deal primarily with services in small communities.

Coping skills are given in two guides, (#'s 1 and 2). Organization and implementation will be discussed in five of the guides (#0,3,9,10, & 11) which cover: funding, organization, assessing needs, materials selection, and training. Five guides will discuss services unique or critical to Indian Library Service (#4,5,6,7, & 8). These guides cover: cataloging, urban services, adult education, program elements, and information services.

Charles Townley, Editor

ED108780

Working With Library Agencies To Establish Indian Library Services

Hannis Smith

Guide 2

Hannis Smith is Director of the State of Minnesota's Office of Public Libraries and Interlibrary Cooperation, St. Paul, Minnesota.

CONTENTS

Definition of Terms..... 4

Statement of the Problem..... 5

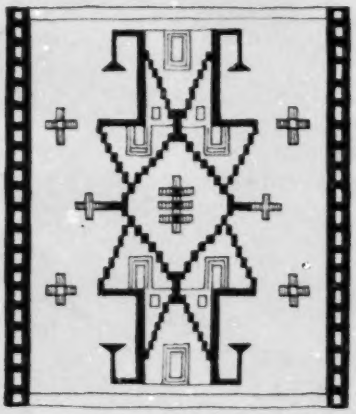
First Contacts..... 7

Developing a Relationship..... 9

Some Examples..... 13

The Goals of Indian Library Service..... 13

Sources of Additional Advice and Information..... 14



"The project presented or reported herein was performed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education and no official endorsement by the U.S. Office of Education should be inferred."

I. DEFINITION OF TERMS

Library. A collection of library materials which has been organized in a way to make it possible to locate any of its contents.

Library Materials. The knowledge, information, experience and creative art of mankind, which has been recorded in any form which makes it possible for people to locate it and to make use of it for their own individual or group purposes.

Library materials take many forms. They range from the early engraved sun dried clay tablets, through palm leaves, papyrus, animal skins and paper for print and illumination; to our modern recording discs, tapes for sound, film and videotapes for sight and sound.

Library and Information Services. An all inclusive term used to cover one, many, or all of the following in combination.

(1) The identification of useful recorded knowledge and information.

(2) Securing such knowledge and information in usable form.

(3) Organizing such forms so that they may be located easily and quickly, whenever needed.

(4) Locating and retrieving them and delivering them to users.

(5) Lending library materials to users.

(6) Helping users find what they want in the masses of recorded materials.

(7) Locating and providing answers to specific questions.

(8) Providing special programs, like story hours or adult education.

(9) Providing appropriate facilities where users can be served.

(10) Preparing and producing its own library materials.

Indian Library and Information Services. Any of the above which are directed specifically toward the interests and concerns of the Indian community.

Indian Community. Used to cover any group of native Americans, in spite of Columbus' mistake, whether they are or are not living on a reservation.

II. THE PROBLEM

One of the major problems which is faced by much of the general public is getting to understand the many kinds of libraries and library agencies which exist; and then to find out what services they offer and what responsibility each has for delivering library and information services. And further, it is often difficult to find out who the library agency is supposed to serve.

The following kinds of libraries, and the services they offer, can be readily identified:

Public Libraries: Public libraries are library agencies which provide the wide range of library and information services to all people in a specific community or area. They range in size from very small ones which serve a single village, through large city, county and multi-county (regional) libraries. Their services are designed to meet the needs of the general public of the governmental unit or units which support them.

Academic Libraries: These libraries provide library and information services designed specifically for users from the college or university community. Some will permit use by users from outside that community, but many permit use only by people from the institution in which they are located.

School Libraries: These libraries are also frequently called "media centers". They direct their efforts primarily to serving the curricular needs of the teachers and students in a school system.

Special Libraries: These library agencies are of two general types: (1) Those created to serve the needs of a specific organization such as a business or industry, an association, or a governmental agency; and/or (2) Those created to collect, preserve and provide knowledge and information about special subjects, such as science, technology or history.

State Library Agencies: This library agency has been listed especially since the term is being used by the federal government to designate the arm of state government which administers state and federal aids for public libraries and interlibrary cooperation between various kinds of libraries. In some states such agencies may operate one or more special libraries, but they will be given importance here because of their responsibility for assisting with the establishment and improvement of library and information services.

Library Agency Responsibility: Most academic, school and special libraries are responsible for serving a specific clientele and have no responsibility for serving users from outside their organization. Public libraries are usually responsible for service to the entire community,but only from the areas of governmental unit or unit which provides their financial support.

Public libraries are, with the exception of a few endowed ones, usually supported by a combination of taxes and other public funds.

Public libraries are supposed to serve all of the age, ethnic, cultural or other kinds of sub-groups residing in their service area. Obviously, some are much better able to do this than others are. The very small library, with little money and open only a few hours a week, is in no position to provide library and information service in the sense being used here. On the other hand, some of our largest public libraries have expanded the concept of library and information service with various "outreach" techniques and the use of highly developed communications technology.

It is important to remember the State Library Agency at this point. While many of them are not responsible for the actual provision of library and information service to users, all are responsible for the further development of library services through the establishment of such services where they do not exist, and for the improvement of those services where they are inadequate. The State Library Agency is important to the Indian Community, for that very reason.

Some Words of Caution. Where there is a public library, that library has the responsibility for providing service to Indians. But some just do not have the capability for doing so, and even some of the largest public libraries have not recognized any responsibility toward service for ethnic or cultural groups different from the majority.

In order to work with any library service agency, the first thing one has to know is: Who decides what? The individual or group with authority will be referred to as the decision makers. For example, in the United States, most public libraries are governed by library boards which are appointed by the governing body or bodies of the city, county, or groups of counties. They usually have the authority to decide how the library budget will be spent. But usually they do not have the authority to determine how much money will be in the budget. The governing body or bodies which appoint them keep this authority for themselves. Some times it can be very difficult to find out where decisions are made -- or even to get them made -- when there are so many different groups involved in making them.

This, of course, provides the perfect opportunity for the old "run-around". The Indian Community will recognize this trickery immediately.

The State Library Agency has the authority to determine how the federal funds allotted to it will be spent. They are usually governed by a board or commission, where again the decision process may be difficult to identify. Although the state library agency and local public library boards do have authority to make money decisions, Indians must remember that these boards are

0007

subject to (and usually responsive to) community pressure to spend the funds available for some services and not for others.

Many of these people in authority, including the people hired to administer or conduct the library and information service programs, do not know, or have not realized, that they have Indians among their constituents. In some cases, the decision makers are prejudiced against paper-backed books, in spite of their low costs and easy handling. There are some who are not familiar with, nor favorable to, the use of audio and audio-visual forms of library materials.

A Double Caution. The Indian Community, in thinking about library and information services needs to remember an important point: Public libraries are designed to serve the interests of the majority culture, first of all. While much of the content of public library collections of library materials are useful to everyone, much of it is also designed to strengthen the majority culture. For example, the maintenance manual for an automobile or other piece of machinery can be useful to any owner, but Indians may find it difficult to find meaningful quantities of materials which reflect the concerns and interests of the Indian Community.

Indians who depend on using the library and information services of public libraries, without using their influence to insure the provision of materials reflecting their interests are running the risk of losing ground in their quest for cultural identification -- their "Indian-ness."

III. FIRST CONTACTS

Most of the cities and counties in the United States have some form of public library agency, which is charged with the responsibility for the provision of library and information service, which is "free". There are also many of the other kinds of libraries in the country, such as school and college. Therefore, the first step is to identify what library agencies there are. Several things have to be learned.

(1) What kinds of library and information services do they provide?

(2) To whom do they provide these services?

(3) How good are those services -- in general terms?

(4) How good are those services -- in Indian terms?

(5) Do people from the Indian community make any use of these services?

The next step is to determine if the Indian community really wants library and information services. By this, we mean: Does the Indian Community have sufficient needs and/or desire for

0008

library and information services to make use of them if Indian library and information services are provided? Library and information services cost real money. The funding sources, whether taxing bodies or grant sources, have begun using the term "cost/benefit analysis" to help decide how they will spend or grant supporting funds. They will need convincing of the potential benefit to people before they will be interested in providing funds.

There is another angle to this question. Does the Indian Community need or want a library, at least in the organized sense? It might be that in an Indian Community of a few families, that collections of materials in homes, and a telephone for calling the nearest public library reference department might be the best solution.

What Services Does the Indian Community Want? When you have determined that the Indian Community does need and want library and information services, the next step is to decide what services you want to have. And what form you want them to take.

For example, many public libraries operate bookmobiles. These are circulating libraries on wheels, which are used to provide basic library and information service to scattered populations in suburbs and in rural areas such as many Indian reservations. They are a friendly sort of way for serving people who might be shy about going into a formal looking - (forbidding looking?) - building.

For another example, many city libraries have opened small branches or information centers in store-front buildings which also attract people who shy away from the more formal structure typified by the customary library building with its many steps.

Make a "shopping list" of the kinds of services which the Indian Community wants. It should be in specific terms. And put in your own priority order. The following is a list of library and information services which some Indian communities have identified as desirable. They are not in any kind of order of importance, and certainly the list is not to be regarded as complete.

(1) Materials and information on Indian history.

(2) Materials and information on Indian culture.

(3) Materials in and about Indian language/s.

(4) Materials and information about Indian arts and crafts.

(5) Materials and information about community services available to Indians.

(6) Materials and information about "How to Do It" with things mechanical.

You are now armed with knowledge of: (1) What and where your library agency is; (2) You have convincing evidence that the Indian Community wants and needs library and information services; and (3) You have identified some of the specific kinds of library and information services which the Indian Community wants.

Before making your introductory contact with the library agency, there is one more important step. Find out who runs the library. The governing authority, such as a library board, may be the real decision makers. On the other hand the head librarian, some times called the director, who is the manager, may also have the delegated authority to make decisions. Remember that in libraries of any size, the people who answer questions or check the books in and out are not the decision makers. When you make your contact with the library agency, ask for the head librarian or director. This person, if responsive, can help the Indian Community to identify the kinds of library and information services which will meet their wants and needs.

If the head librarian or director is not responsive, ask for the names of people on the library board.

Some Words of Caution. The members of the Indian Community must keep in mind that the library decision makers may be uninformed about Indian interests and concerns. Not only uninformed but perhaps they are misinformed. And also they may have false notions about Indians and the status of Indians in the community.

Indians do not have to be told about the various stereotypes but Indians may not realize that many people in the American majority culture think that there are vast sums of money available to Indians from the federal government through the Bureau of Indian Affairs. The library authorities may believe this, and therefore think that local taxes should not be spent on services to Indians. Although you may have to counteract this misconception, you should also keep in mind that, with increasing frequency in recent years, there are funds from a variety of sources which would be available for projects especially for the Indian Community. In any case, the people from the Indian Community should keep in mind the fact that, if they are to work successfully with an established library agency, a well developed relationship of close cooperation and mutual reinforcement on both sides is a necessity.

IV. DEVELOPING A RELATIONSHIP

We have been speaking of Indians and the Indian Community in somewhat abstract terms. Actually, if there is to be a good relationship developed with the library agency, there must be continuity of the people involved. Therefore, there should be a library committee or a library council to carry on the negotiations with the library decision makers. The council, or library committee, now knows three important things:

(1) You know the facts to demonstrate clearly that the Indian Community needs and wants library and information services;

(2) You have identified the specific library and information services that your Indian Community needs; ranked in your own priority order, and;

(3) You have learned who the library agency decision makers are.

Now you are ready to take the next step; a phone call to the decision maker's office for an appointment. The first request might be for a small committee or part of the council to visit the director's office. Or it might be a good idea to invite the director to meet with a group on the Indian Community's home grounds. In either case, those Indians who make this contact must be people who can present a positive aspect of leadership, and convey a sense of responsibility for their opinions and decisions.

When you meet with the decision maker or makers, Indians should remember that most librarians come from the white middle class of the majority culture. Such people place a high value on appearances. Therefore, the initial Indian leadership group should be:

Neatly dressed. Indian clothes and artifacts - YES!
Polite and dignified.
Be direct and firm, but remember that in beginning relationships the decision makers may be indirect or round-about in their replies.
On time!
Remember some of the "do's" and "don'ts":

DO assume that the decision maker/s know very little about the needs and concerns of the Indian Community;

DON'T show a critical attitude toward them because of this;

DO be patient in getting them to learn about the needs and concerns of the Indian Community;

DON'T be militant about your proposals -- at least not for a while. Some people scare easy!

Most public librarians and their associates are accustomed, and many of them have been taught, to approach problems calmly and reasonably. Their interest, concern, and even their sense of responsibility can be "turned off" by what they regard as "rude" or "crude" behavior. And definitions of "crude" and "rude" differ in different parts of the majority culture, as well as between different cultures. You can catch more flies with a cup of maple syrup than with an Indian fly swatter!

0011

The Library Movement and the Community. If the Indian Library Service promoters have come from the Indian Community, and are in rapport with it, and if they have succeeded in enlisting the genuine interest and active support of the local library service agency, they are ready for the next step.

This is to develop a tentative plan for public discussion. We can find no complete agreement of opinion on how this should be done. The professionals at the library service agency should certainly be involved, since they are the "experts" on how things are done. But they may be hung-up on their own pre-conceived notions of what to do and be unwilling to be innovative. So the Indian Community must also be involved. This means that a series of public meetings should be developed. To get these off to a good start, there should be something concrete to present. A considerable amount of experience with the majority middle class indicates there should be several important elements in the first presentations. These include the following:

(1) A clear presentation of the need for library service.

(2) Indications that the Indian Community wants it.

(3) Kinds of services the Indian Community wants and needs or a list of priorities.

(4) Alternatives which have been identified as means and methods for providing the service.

These meetings should be held in, or near, the center of the Indian Community, but invitations should not be limited to members of the Indian Community itself. You will also want to have some of the decision makers (including elected officials) from the library service agency and representatives of the state library agency. If you can identify any other potential funding sources, ask them to come as well.

In presenting the ideas and alternatives which have been developed in the planning, stress the fact that the planners need suggestions, additions, and alterations from those at the meeting, and that the plans will be adjusted to include all new ideas which can be fitted into it. Too often, at meetings like these, the presentation of a plan gives the impression that it is already engraved on stone tablets, and the community does not feel that it has really been involved in its development. It may take longer to do it with community involvement, but real community involvement can provide insurance of the success of the service if and when it is provided. The lack of community involvement will defeat the entire project. These meetings should be held as many times and in as many places as needed to arrive at a full understanding of the developing plan and its purposes, in both the Indian and the majority community.

While the local and state library agencies must be kept involved in these meetings, the Indian Community library leader-

ship should have the initiative for planning and organizing these meetings, and in keeping the movement going.

Estimating the Library Agency Capabilities. During this process of discussion, especially with the library authorities and decision makers, the librarians who have had specific education and/or experience in the delivery of library service to users, will help the Indian Community in estimating a number of things:

(1) Does the Indian Community need a special, or exclusively Indian, service outlet?

(2) What needs of the Indian Community can actually be met by library and information services?

(3) What relationships should be established between the library and information services in the Indian Community, and other library and information resources and centers?

(4) What will library and information services for the Indian Community cost?

Writing the Plan. If the Indian library leadership has prepared the way it is now ready for the actual writing of a plan. Let's review the work which has already been done.

The needs of the Indian Community for library and information services have been established.

Evidence has been gathered to demonstrate that the Indian Community will use those services.

The kinds of library and information services which will meet the needs and interests of the Indian Community have been identified.

The leadership and decision makers of the appropriate library service agency/ies have been approached, and their interest and concern secured.

The proposals for the provision of library and information services have been discussed widely in the Indian and majority communities.

And, all appropriate library agencies, governing bodies, and potential funding sources have had an opportunity for learning about the library movement.

Now you are ready to write a plan for action. If done right it will be something which the library agencies, the decision makers and the Indian Community will all endorse and recommend for carrying out. The plan does not have to be an elaborate document, but it must be specific.

0013

Cover these points, at least:

(1) What will be the agency to operate the Indian library and information service? The local library service agency? A new agency?

(2) How will this library and information service be "governed"? That is, how and by whom will policy be determined?

(3) What kind of service outlet will be created or designated to serve the Indian Community? An existing library building or bookmobile? Something new, and perhaps different?

(4) How will the outlet for library and information service be staffed? All Indians? Can you get an Indian librarian? Should staff be Indian first? And librarians second?

(5) What library and information services will it provide and what library materials will it keep in stock?

(6) What will be the relationship between the Indian library service outlet to other library resources, and what will be its means of access to them?

(7) What will it cost, and where is the money coming from?

V. SOME EXAMPLES

There are many different ways of providing library and information services to Indians. And there is no reason for conforming to any previously developed pattern or method. Some of the other papers in this series will describe what Indians have done and are doing in various places, and under various conditions.

The Indians who are involved in planning and working for library and information services for their own Indian Community can adopt or adapt what has been tried and found successful in other Indian situations. It is better to learn from others, whether success or failure (maybe especially the failures), than try to re-invent the wheel.

VI. THE GOALS FOR INDIAN LIBRARY SERVICE

The goals for Indian library and information services are like those for these services in general, but tailored to the needs and interests of the Indian Community. The broad goal can be stated shortly and simply, as follows:

The Goal of the American Library Association is: "The promotion of libraries and librarianship to assure the delivery of user-oriented library and information service to all." - From

0014

the January, 1975, press release from the American Library Association.

A slightly different way of saying this is in a speech made in Winnipeg, Manitoba, in 1966: "Every human being, regardless of his place of residence, his age, his economic or social status, and his intellectual attainments, should have available to him the right of convenient access to any and all of the recorded knowledge and ideas of mankind for which he has a need, and which he is able to use."

The goal of Indian library and information service is to accomplish the provision of a system of library and information service which will guarantee to every Indian the opportunity to exercise the right of convenient access specifically to the kind of library and information service which meets the specific and particular needs of the Indian Community.

How to Find Out More. The two best ways of finding out more about what you need to know about are: (1) Asking somebody who knows, and (2) Looking it up in published material. The first can be directed toward many sources, the second is a service provided by any good library. Many times you could identify the person or persons to ask from published materials, but there is also a quantity of know-how which still has not been written down. An old "bit of wisdom" says that the people who are really doing things never have time to write about doing it. So the people you talk to may depend on where you are, and whom you are near. But for looking it up, go to a good library.

The list of sources, and the bibliography which follow are short, but in themselves constitute ways of locating new sources additional materials, and useful information.

Sources of Additional Advice and Information

Organizations:

American Library Association. Office of Library Services for the Disadvantaged. 50 E. Huron Street, Chicago, Illinois 60611. This organization has an active interest in the development of libraries and library service, and shows a definite interest in library and information service for Indians. They have much information on what is going on throughout the country and have staff which can provide some consultant service.

National Indian Education Association. NIEA Library Project. 3036 University Avenue, S.E., Minneapolis, Minnesota 55414. This organization has secured funds to conduct a four year experiment in library and information service to Indians, and has developed the most substantial amount of expertise on the subject now existing.

State Library Agencies. (see American Library Directory for names and addresses). There is one of these in each state,

and although their responsibilities may vary, they are key agencies for contact.

Books:

American Library Directory...A classified list of libraries in the United States and Canada. New York: Bowker, 1974. This is an invaluable source of the names, addresses, librarians and library statistics, for all kinds of libraries. It is arranged geographically, so that it is easy to find information about any state, and about any community in any state. The only libraries it does not list are those in elementary and secondary schools.

Brown, Eleanor Frances. Library Service to the Disadvantaged. Meuhtchen, N.J.: Scarecrow Press, 1971. This has some information about library and information service for Indians, but not much. Most of it concerns the general principles and factors regarding library service to disadvantaged economic, cultural and ethnic disadvantaged groups.

Klein, Barry T. Reference Encyclopedia of the American Indian. 2nd Edition. Rye, N.Y.: Todd Publications, 1973. In spite of its BIA bias, this could still be useful in locating various organizations, periodicals and other publications, and Indian reservations and tribal councils.

National Indian Education Association. A Design for Library Services. Minneapolis, MN: University of Minnesota Bureau of Field Studies, 1972. This is the initial planning for the NIEA Library Project listed above. It is the most complete material, with the most careful planning and advance research, on which library and information services to Indians has been based thus far. It should be extremely helpful.

Magazine Articles and Pamphlets:

Cawley, Rebecca. Guide to Funding Sources for American Indian Library and Information Services. Washington, D.C.:1974.

Cunningham, William D. "Anto Wicharti: The Responsibility of State Libraries to Provide Direction and Programs in Library Service to Indians." Library Journal, 99:4496-99, Dec. 15, 1969.

"Guidelines for the Evaluation of Indian Materials for Adults," ASD Newsletter, Vol. 8, No. 3, Spring, 1971.

Naumer, Janet N. "Library Services to American Indians," in Smith, Josh. ed. Library Services for Special Groups. New York: Science Associates, 1974. pp. 1-74.

National Indian Education Association and American Library Association. "Goals for Indian Library and Information Service". Chicago: American Library Association, 1973.

Richardson, Bernard E. "By Red Rocks: Notes on Library Service to Native Americans," Road Runner, Vol. XVII, No. 3, January, 1974. Pages 1-17.

"Serving Disadvantaged Adults: An Institute for Public Librarians held at the College of St. Catherine, St. Paul, Minnesota, June 2-13, 1969: Proceedings," Minnesota Libraries, 22:275-303, Summer, 1969.

Smith, June Smeck. "Library Service to American Indians," Library Trends, 20:223-238, October, 1971.

National Indian Education Association
Library Service Guides

0. Guide to Funding Sources for American Indian Library and Information Services.

1. Working with Indian Communities and Agencies to Establish Indian Library Services.

2. Working with Library Agencies to Establish Indian Library Services.

3. Initial Organization and Staffing Patterns for Indian Library Services.

4. Alternatives to Standard Classification and Cataloging for Indian Libraries.

5. Urban Indian Library Services.

6. Adult Education and Indian Libraries.

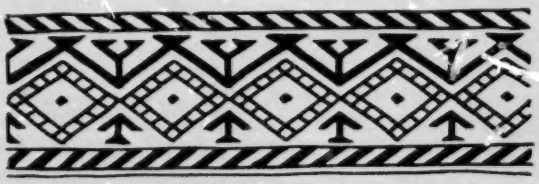
7. Promoting Indian Library Use.

8. Locally Generated Information and Referral Services in Indian Libraries.

9. Assessing Information Needs in the Indian Community.

10. Materials Selection for Indian Libraries.

11. In-Service Training in Indian Libraries.



Appalachian Adult Education Center
Library Service Guides
Selected Titles

Using Pamphlets with Disadvantaged Adults.

The Recruitment of Disadvantaged Adults: Effective Publicity.

Techniques for Teachers: Teaching the Application of Basic Skills to Everyday Life Problems.

Expanding Library Services to the Elderly.

ABE - What Is It?

Interagency Cooperation: The Public Library and Agencies that Serve Disadvantaged Adults.

Order Appalachian Guides from:

Appalachian Adult Education Center
Morehead State University, UPO 1353
Morehead, Kentucky 40351

National Indian Education Association
3036 University Avenue, S.E. Suite 3
Minneapolis, Minnesota 55414

NON PROFIT ORG.
U.S. POSTAGE
PAID
Minneapolis, Minn.
Permit No. 3392

TO:

PRICES

The guides are available from the NIEA as follows:

$7.50 for the set of 11 guides
or
.75¢ each

There is a discount for quantity orders, as follows:

20 or more sets $6.50 per set
100 or more sets $5.00 per set

N.I.E.A. Officers

Dr. Kenneth Ross, President
(Sioux)

Helen Scheirbeck
1st Vice-President
(Lumbee)

Kanatakeniate Tom Cook
2nd Vice-President
(Wolf Clan Mohawk Nation)

Patricia Locke, Secretary
(Chippewa/Sioux)

Rick St. Germaine, Treasurer
(Ojibway)

N.I.E.A. Staff

Dr. Noah Allen
Executive Director
(Euchee)

Charles Townley
N.I.E.A. Library Project
Project Director

Edison Ward
Technical Assistance
Coordinator
(Sioux)

Vickie Ackley
Project Secretary
(Chippewa)